

GRADE ONE LANGUAGE ARTS I can

- I can know and apply grade-level phonics and word analysis skills in decoding words.
- I can recognize and read grade-appropriate irregularly spelled words.
- I can read words with inflectional endings.
- I can read grade-level text with purpose and understanding.
- I can read grade-level text orally with accuracy, appropriate rate, and expression.
- I can with prompting and support, read prose and poetry of appropriate complexity for grade 1.
- I can participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- I can follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- I can build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- I can ask questions to clear up any confusion about the topics and texts under discussion.
- I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- I can use frequently occurring conjunctions (e.g., and, but, or, so, because).
- I can use determiners (e.g., articles, demonstratives, this, that, these, those, yonder).
- I can use frequently occurring prepositions (e.g., during, beyond, toward).
- I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- I can know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- I can with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- I can identify real-life connections between words and their use (e.g., note places at home that are cozy).
- I can with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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- I can demonstrate understanding of the organization and basic features of print.
- I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- I can decode regularly spelled one-syllable words.
- I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- I can produce complete sentences when appropriate to task and situation.
- I can print all upper- and lowercase letters.
- I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

- I can use frequently occurring adjectives.
- I can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.
- I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)
- I can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- I can compare and contrast the adventures and experiences of characters in stories.
- I can use common, proper, and possessive nouns.
- I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- I can use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- I can capitalize dates and names of people.
- I can use end punctuation for sentences.

- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- I can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- I can read with sufficient accuracy and fluency to support comprehension. (begin in December on-going thru end of year.)
- I can ask and answer questions about key details in a text.
- I can retell stories, including key details, and demonstrate understanding of their central message or lesson.
- I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- I can identify who is telling the story at various points in a text.
- I can distinguish long from short vowel sounds in spoken single syllable words.
- I can know final -e and common vowel team conventions for representing long vowel sounds.
- I can use sentence-level context as a clue to the meaning of a word or phrase.
- I can define words by category and by one more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- I can decode two-syllable words following basic patterns by breaking the words into syllables.
- I can participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- I can use commas in dates and to separate single words in a series.
- I can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- I can use frequently occurring affixes as a clue to the meaning of a word.
- I can identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- I can write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- I can with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- I can write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- I can with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.